

## EMOTIONAL COMPETENCE AMONG ADOLESCENTS IN RELATION TO THEIR PARENTING STYLE

**Ms. Amandeep Kaur**

### ***Abstract***

*The present study examines the emotional competence among adolescents in relation to their parenting styles. The sample of the study comprised of 200 students of class 11th. Out of these 100 students (50 girls and 50 boys) were taken from government school and 100 were taken from private school. The major findings of the study revealed that there is no significant difference in the emotional competence of adolescents in relation to their parenting style.*

The common element of all close relationship is interdependence, an interpersonal association which involves people constantly and reciprocally influences one another's lives; focus their thoughts, emotions and expectations on one another. The role of parents, child rearing styles and thus the outcomes in the individual personality of the child cannot be ignored. Individuals raised in cohesive family structures, are more likely to develop feelings of empathy and responsibility for their parents. It is clear that positive relationship between parents and their children constitute an extremely important basis for later interpersonal behavior. Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion. Some psychologists believe that if appropriate emotions are not expressed on a regular basis, a misplaced or unresolved memory of them becomes stored. Parenting style is a psychological construct which represents the standard strategies used by parents

in rearing their children. This style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture, which provides ample opportunities to a child. Sense of belongingness serves as an effective agent of socialization. Parenting has a great significance in the life of the child to be socially competent to deal with the society. Review of literature shows that L.Rey et al (2013) conducted a study to examine the role of emotional competence on subjective well-being of people having intellectual disabilities. The test was conducted on 139 adults and found that emotional competence shows a positive and significant association with life satisfaction and happiness. Kumar (2014) conducted a study on mental health and emotional competence of prospective teachers of Himachal Pradesh in relation to their gender stream and social category. The study was conducted on 71 B.Ed. colleges, 1000 prospective teachers (500 male and 500 female). The results showed that female prospective teachers have more emotional competence as compared to male prospective teachers. Hoffmann (2014) studied adolescent's heavy drinking, peer alcohol use and religiosity in relation to parenting style. The study was conducted on 5419 adolescents age 12-14 years and it was found that adolescents whose parents were authoritative were less likely to drink

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Assistant Professor, Guru Gobind Singh College of Education, Malout

heavily than adolescents who experienced neglectful or indulgent parenting styles. Whereas religiosity was negatively associated with heavy drinking. Amanda et al. (2015) conducted a study entitled temperament and parenting styles in early childhood differentially influence neural response to peer evaluation in adolescence the study used functional neuroimaging to assess the moderating effects of different parenting styles on neural response to peer rejection in two groups of adolescents characterized by their early childhood temperament (M age = 17.89 years, N=39, 17 males 22 females, 18 with BI; 21 without BI). Found that BI in early life relates to greater neurobiological sensitivity to variance in parenting styles, particularly harsh parenting in late adolescence. These results are discussed in relation to biopsychosocial models of development.

#### OBJECTIVES

- To compare the emotional competence of adolescents studying in government and private schools.
- To compare the parenting style as perceived

by adolescents studying in government and private schools.

- To compare the emotional competence of adolescents with regard to gender.
- To compare the parenting style as perceived by adolescents with regard to gender.

#### DESIGN

In the present study, descriptive survey method was employed to collect the data.

#### SAMPLE

In the present study, stratified random sampling technique was employed. The sample comprised 200 students of class 11th of Chandigarh. Out of these 200 students, 100 students were taken from government and 100 were taken from private school. Further 50 male and 50 female students were taken from each type of schools Government and Private.

#### MEASURE

- Emotional Competence Scale - Revised by Sharma and Bhardwaj (2007)
- Parenting Scale by Bharadwaj, Sharma and Garg (1998).

#### RESULTS AND DISCUSSION

*Table 1: Mean Differentials with regard to the emotional competence and parenting style as perceived by adolescents studying in Government and Private schools.*

Variable	Mean		S.D		t-value	Level of Significance
	Govt. School	Pvt. School	Govt. School	Pvt. School		
Emotional competence (Total)	271.58	279.96	15.91	21.41	3.144	Significant
Parenting style (Total)	696.90	625.58	74.35	104.17	5.57	Significant

Entries made in table 1. shows that the 't' values between Government and Private schools was significant difference in the area of emotional competence and parenting style. It indicates that there was significant difference in the emotional competence of adolescents studying in Government (M1=271.58) and Private (M2=279.96) schools. Further, the higher mean scores of private school students with respect to emotional competence indicate they are more emotionally competent than their counterpart in government school students

and the mean differential with regard to Parenting style as perceived by adolescents studying in Government and Private schools were significant at .01 level (t=5.57). It indicates that there was significant difference in parenting style of Government (M1=696.90) and Private schools (M2=625.58). It further indicates that the adolescents studying in Government school have high score on parenting style than the adolescents studying in Private schools.

*Table-2: Mean Differentials with regard to the emotional competence and parenting style as perceived by male and female students studying in Government and Private schools.*

Variable	Mean		S.D		t-value	Level of Significance
	Male	Female	Male	Female		
Emotional competence	278.70	272.84	17.07	20.93	2.169	Significant
Parenting Style	652.76	669.72	97.56	96.35	1.23	Non Significant

Entries made in table 2. shows that 't' value ( $t=2.169$ ) between male and female adolescents studying in Government and Private schools were significant in the area of emotional competence. It indicates that there was significant difference in emotional competence of male ( $M_1=278.70$ ) and female ( $M_2=272.84$ ) adolescents studying in Government and Private school. It further indicates that the mean scores of Parenting style as perceived by male and female adolescents studying in

Government and Private schools is not significant at any level ( $t=1.23$ ). It indicates that there was no significant difference in the personality of male ( $M_1=652.76$ ) and female ( $M_2=669.72$ ) adolescent studying in Government and Private school. It further indicates that the both Private and Government senior secondary school male and female adolescents have almost equal scores on Parenting style.

*Table-3: Mean Differentials with regard to emotional competence of adolescents in relation to Low and High score on parenting style.*

Dependent Variables	Sub-Independent Variable	Mean Low PS	Mean High Ps	SD Low PS	SD High PS	t-value	Level of Significance
Parenting styles	Emotional competence	274.43	276.75	17.08	20.77	0.841	Not Significant

Entries made in table 3. shows that the 't' values between the emotional competence of adolescents in relation to low and high score on parenting style were not significant.

#### **EDUCATIONAL IMPLICATIONS**

The study would help the teachers and counselors to assess the behaviour of the students. The counselor can have deep understanding of various areas of emotional competence and if required can identify the causes of emotional incompetence. Efforts should be made by teachers as well as parents to develop emotional competence in their child. The teacher can provide adequate environment in the school and can take the help of counselor to guide the parents to make the students emotionally mature. Therefore different ways should be devised

inside the classroom as well as outside the school to foster desired environment. The study is helpful in nurturing of the overall personality of the adolescents. Teachers can also help the adolescents to way of preparing their emotions. Adequate outlet for the emotions will help the adolescents in proper development of emotional competency. The findings of this study will be an eye opening to the researchers, curriculum practitioners and parents. The finding of the present study may be helpful to the students, teachers, principals, administration and educational planner.

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